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ABSTRACT

This practicum focused on the use of repeated taped reading instruction with modeling to improve fluency, comprehension, and automatic word recognition in five students (ages 11-13 years) with learning disabilities for a period of 10 weeks. The instruction also involved the teacher giving corrective feedback and having the students answer story map questions both orally and in written form. Students' pre-intervention and post-intervention performance was compared in oral reading, comprehension, word recognition, and attitude toward reading. Results indicated that students improved in comprehension, fluency, and word recognition. The practicum results supported the need to develop a reading program that is frustration-proof and failure-proof for use with the learning-disabled child. Appendices include the Heatington Attitude Scale, sample story map questions, and samples of students' work. (Includes 14 references.) (JDD)

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THE EFFECTS OF MODELING AND REPEATED TAPED READING INSTRUCTION ON THE LEARNING DISABLED CHILD AS WAYS TO IMPROVE READING COMPREHENSION FLUENCY AND WORD RECOGNITION

by

ANNE L. ROKICKI

A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science .

The abstract of this report may be placed in a National Database System for reference.

June/1990

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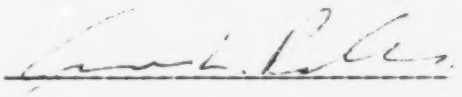

Anne L. Rokicki

ABSTRACT

The Effects of Modeling and Repeated Taped Reading Instruction on the Learning Disabled Child as Ways to Improve Reading Comprehension Fluency and Word Recognition
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Descriptors: Repeated Reading / Reading Comprehension / Automatic Word Recognition / Taped Reading / Reading Rate / Modeling /

This practicum addressed the need to develop an alternative method of teaching reading to learning disabled students who have experienced little success in this area. The necessity for implementation was documented by students' 1989 scores on the Brigance Diagnostic Inventory of Basic Skills, reading portion. A baseline of students' pre-intervention performance in oral reading, comprehension, and word recognition both in context and in isolation was established. These scores were compared with post-intervention scores and with students' 1990 scores on the Brigance Test, reading portion. The Heathington Attitude Scale was administered pre and post intervention to determine positive changes in students' attitudes toward reading. The ten week implementation period focused on the use of repeated taped reading instruction with modeling to improve fluency, comprehension and automatic word recognition. In addition, the teacher gave corrective feedback. The

students answered story map questions both orally and in written form. The practicum results supported the need to develop a reading program that is frustration and failure proof for use with the learning disabled child. Appendices include the Heatington Attitude Scale, Intermediate Level, sample story map questions, samples of students' work.

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CHAPTER I

PURPOSE

A. Background

The educational setting was a small private school for exceptional students where there is some cross grouping among exceptionalities. The school staff consists of a principal, six classroom teachers, a speech and language pathologist, a computer/physical education teacher, a part time music teacher, and a paraprofessional who is trained in sensorimotor techniques. The physical education teacher does gross motor training. The total school population is sixty.

Students are admitted to the school on the basis of psychological and academic testing. The Brigance Diagnostic Test of Basic Skills is administered to new students and used as a placement guide. Students are grouped according to age and maturity level; there are no grades in the traditional sense. Each student has an individual education plan (IEP.) Instruction in reading, math and language arts follows the IEP and is on a one-to-one basis. Pupils are grouped by ability in science and social studies. Speech and language, gross motor and sensorimotor instruction are as needed. As part of the physical education program, thirty students bowl once a

week and all pupils attend swimming classes twice a year. Students who are eligible participate in Special Olympics. A Friday afternoon activity period provides experiences in 4-H Club and Girl Scouts.

There are three facets to the school's reading program. Students receive daily individual instruction in reading skills, word recognition and comprehension. The adopted textbook for this phase of the program is the Merrill Reading Skilltext. Additional reading skills are taught in ability groups of eight to twelve children. Skills groups meet four days a week for forty minutes a session. During the 1989-1990 school year skills taught included alphabetizing, functional reading, sequencing, word study, predicting, and study skills. The third facet of the reading program is the modified whole language approach, two afternoons each week for thirty minutes. Reading instruction is reinforced through manipulatives, individual workbooks, programmed materials and computer instruction.

The participating group consisted of five learning disabled students. The children ranged in age from 11 to 13, and had IQs in the low to high average range (87-122.) All were functioning two or more years below grade level in reading; instructional reading levels

were 3.0 to 5.0 (See Table I.) The role of the teacher was that of facilitator and reading model.

Table I

Students' 1989-1990 Instructional Reading Levels

Student	Age	Grade	Ins. Level*
1	13	8	4.0
2	11	6	3.5
3	12	7	3.5
4	11	6	3.0
5	13	8	5.0

*Ins. Level- Instructional Level

B. Problem Statement

The five students in the target group lacked automatic word recognition skills. They did not recognize words effortlessly and spontaneously, therefore comprehension processes were at risk (Graham and Johnson, 1989.) Since the students were unable to recognize words instantly,they were not fluent in reading. Their reading rate was slow as they were struggling to decode words. So much time was expended in decoding that comprehension was lost. Many

learning disabled children have memory deficits (Hallahan and Kauffman, 1988) which compound the reading problem. Automatic word recognition leads to better reading comprehension because the short term memory is no longer in conflict with decoding (Gonzalez and Elijah as cited by Hoffman and Crone, 1985.) There is a need to develop automatic word recognition, reading fluency and comprehension in the learning disabled.

An examination of the students' Brigance Test of Basic Skills and instructional reading levels revealed that the members of the targeted group were functioning two or more years below grade level in both comprehension and word recognition and their oral reading rate was slow (See Table II.) The average number of words read per minute by the target group was 75. The average number of words read per minute should be between 100 and 140 (Mercer, 1987.) The number of words read per minute needed to increase by 25.

Table II

Students' 1989 Brigance Test Scores- Reading Portion

Student	Age	Grade	O.R.*	R.C.*	R.R.*
1	13	8	4	5	82
2	11	6	4	4	73
3	12	7	3	4	79
4	11	6	4	4	75
5	13	8	5	6	77

*O.R.- Oral Reading

*R.C.- Reading Comprehension

*R.R.- Reading Rate (Words Per Minute)

C. Outcome Objectives

At the conclusion of the ten week implementation period, students' Brigance Test results and teacher recorded data (See Tables III, IV, and V) were evaluated and compared to the following objectives:

1. Students' oral reading rates will increase to 100 words per minute as measured by the Brigance Test results.
2. Students will read their reading stories with 95% word recognition accuracy as determined by teacher recorded data. This data will be compared to word recognition accuracy prior to treatment.
3. Students will read measured passages with a 10% improvement in fluency. Fluency will be measured by comparing the time required to read the text orally prior to treatment to that required to read a similar text after treatment.
4. Students will answer comprehensive test questions in their texts with 80% accuracy as recorded by the teacher. This will be compared to comprehension checks made prior to treatment using the same book.

Table III

Students' Average Reading Scores, Pre-Intervention
Merrill Skilltext

Student	Grade	Words Per Story	R.R.*	Percent Correct*	Comp.*
1	4.0	450	5:03	90%	71%
2	3.5	250	4:03	91%	65%
3	3.5	250	3:11	93%	51%
4	3.0	250	3:57	93%	65%
5	5.0	450	5:18	91%	30%

*R.R,- Reading Rate

*Percent Correct- Percent of Words Read Correctly

*Comp.-Comprehension

5. Students will read 80% of their reading words in isolation correctly at the rate of one word per second. Results will be compared to previous results and charted by the teacher.

Table IV

Students' Average Word Recognition
Words in Isolation

Student	Number of Words	Time	Percent Correct
1	61	8:00	73%
2	48	3:54	59%
3	74	4:02	67%
4	56	3:06	71%
5	85	4:27	46%

6. Students will develop a more positive towards reading as measured by a 10% gain on the Heathington Attitude Scale (Appendix A: 38-39) which will be administered prior to and following treatment.

Table V

Pre-Intervention Results of Heathington Attitude Scale

Student	Score
1	60
2	72
3	73
4	63
5	72

Highest Possible Score = 120

CHAPTER II

RESEARCH AND SOLUTION STRATEGY

A. Research

Reading is viewed by many as the most important subject taught in the schools today (Wallace and Kauffman, 1986.) The ability to read is necessary to function in every aspect of society. As technology advances, more jobs will require specialized training for which reading is essential. In industrial societies there is a social stigma attached to the inability to read. Those who are unable to read suffer from low self-esteem and frequently can not enjoy the cultural activities afforded by society (Harris and Sipay, 1985.)

Estimates show that 10% to 15% of American school children have reading disabilities (Harris and Sipay, 1985.) Much research has been done to determine the differences between good and poor readers. Stanovich (1986) delineates several factors that separate the good reader from the poor reader. These include phonological awareness and the alphabetic principle, automaticity and speed of word recognition, and use of context clues.

Phonological awareness as defined by Stanovich (1986) is the cognitive ability to consciously manipulate phonemes in spoken language. In the young child first entering school, phonological awareness is an important predictor of reading success. While phonological awareness at an early age is necessary, it is not sufficient. In order to become a fluent reader, the young child must be cognizant of the alphabetic principle that print represents sound. Consciousness of the alphabetic principle allows children to read words they may have heard but have never before seen in print. As the reader becomes more skilled, phonological awareness and the alphabetic principle are used less. Thus the good reader is able to recognize words without phonological mediation, while the poor reader lacks this skill (Stanovich, 1986.)

As poor readers have greater difficulty with the alphabetic principle, they are exposed to less print which delays automaticity and speed of word recognition. The pupil struggles to decode words making this an end in itself and comprehension is lost. The poor reader characteristically tries to sound out words without meaning. This does not lead to fluency (Stanovich, 1986.)

Good readers tend to use context less than poor readers because they are less skilled in word recognition and in predicting what words may appear next. As the child develops reading skill and speed, fewer graphic clues are used. The slower the decoding process, the more the reader relies on contextual information. Thus poorer readers expend more capacity using context clues than do good readers (Stanovich, 1986.)

Samuels (1988) suggests that word recognition must go beyond accuracy to the automatic level. Students may achieve automatic word recognition through extended practice. Samuels recommends the reading of many easy books, and repeated reading of short passages to develop this skill. Students read and reread the passages until they can do so with accuracy and speed. O'Shea et al. cited by Graham and Johnson, (1989) found that a means to improve learning disabled students' reading was to require repeated reading as a way to develop fluency and word recognition skills.

A variation of the repeated reading technique is taped reading. The child reads along with a taped story, then reads the story alone, silently, until it can be read orally with fluency (Harris and Sipay, 1985.)

Bos and Kann cited by Harris and Sipay, (1985) separately recommend combining taped reading with the neurological impress technique. With the impress method, the student sits close to the teacher who reads a story orally; the student reads along with the instructor. This method is meant to show the student the relationship of the spoken and the written word.

Hargis (1982) advocates a taped reading program for older children who have had little success in reading. He recognizes this as a way of increasing a student's word recognition vocabulary. According to Hargis, the taped reading program is frustration and failure proof because the student controls the process and can pause and review the tape as needed. The teacher identifies a book or passage that is no more than fifteen minutes long. The selection is taped; the student listens to the story while following the printed text. The story is read as many times as necessary to recognize all the printed words in the text. Mastery is demonstrated by reading the selection aloud to the teacher. Thus the student experiences success where only failure has been experienced before (Hargis, 1982.)

Repetition and practice are imperative in developing automatic word recognition, and using the taped

reading method provides both. If a word is repeated six times in a story, and the student reads the story five times, the student is exposed to thirty repetitions of the word (Hargis, 1982.) Gates, as cited by Hargis (1982) did original work in studying the amount of repetitions needed to master words. Table VI indicates the number of printed repetitions necessary to gain mastery; this does not include isolated drill. The number of repetitions may vary; high imagery and concrete words may require fewer repetitions (Hargis, 1982.)

Table VI

Mean Number of Word Repetitions
Required by IQ Levels

Repetitions	IQ
20	120-129
30	110-119
35	90-109
40	80-89

Gates, cited by Hargis

Modeling of stories by the teacher can improve students' phrasing and use of voice (Harris and Sipay, 1985.) Smith, as cited by Harris and Sipay (1985), noticed that the only person in the reading group who did not read was the best reader, the teacher. Smith modeled stories for her subjects at a rate of 100 words per minute which improved their word recognition and fluency.

When students lack automatic word recognition, their comprehension is at risk (Graham and Johnson, 1989.) Short term memory is used by readers to gain sentence comprehension (Harris and Sipay, 1985.) Many learning disabled students perform poorly on memory span tasks in comparison with children who learn normally (Torgesen, 1988.) These students have a difficult time reading a passage and remembering what was read. O'Shea et al. cited by Graham and Johnson (1989) used repeated reading and had students read a passage three times, resulting in better comprehension.

Idol (1987) utilized a story mapping technique to improve comprehension of third and fourth graders and mainstreamed learning disabled children. Idol cited Beck and McKeon and Pearson's separate research that children's attention be drawn to parts of stories that form

a story structure. Story mapping brings the important elements of a story into focus and helps activate prior knowledge. Poor readers do not see the relationship between that knowledge and new information; they are inefficient at applying prior knowledge. The story map provides a framework of what to think about when reading (Idol, 1987.)

Newby et al. (1988) used the story mapping technique with dyslexic children. Students were taught the basic elements of a story, and instructed in story mapping strategy. The results indicated that dyslexic children can improve comprehension with training in the use of this method.

Poor readers often spend more time reading orally than silently; they are continually interrupted by teachers correcting their errors (Pany and McCoy, 1988.) Critics of this practice charge that the reader begins to rely on an external monitor, feedback interferes with the story and its comprehension, and emphasizing word accuracy detracts from meaning (Allington; Goodman; Goodman and Burke, cited by Pany and McCoy, 1988.) Proponents feel that accurate and fluent word recognition free the student's attention from decoding, thus enhancing comprehension (Perfettiand Lesgold, cited by

Pany and McCoy, 1988.)

Pany and McCoy evaluated the effects of oral reading corrective feedback as an instructional method for improving decoding and comprehension of the learning disabled. They found that givivg corrective feedback on oral reading errors had positive effects on both word recognition and accuracy. When students were corrected after every oral reading error, they made fewer mistakes in word recognition and in comprehension. They concluded that for children with learning disabilities, corrective feedback is an effective method to improve word recognition and comprehension. In a separate study, Perkins (1988) worked with learning disabled students to investigate the effects of feedback on oral reading errors. She concluded that feedback and correction improves oral reading in the learning disabled. Her results indicated that any type of feedback was superior to no feedback.

Review of research literature provides documentation that the learning disabled child can improve in word recognition, fluency and comprehension. Improvement can be gained in these areas through repeated reading, modeling, corrective feedback, repetition,and taped reading. Story mapping, repeated

reading, and corrective feedback have been demonstrated to be aids to reading comprehension.

B. Solution Strategy

Reading is a difficult subject for the learning disabled student. Inability to break the alphabetic code may cause frustration and failure in the early years. The learning disabled child reads less than the non-learning disabled, and does not develop automatic word recognition and fluency in reading. As a result, comprehension is lost. There is a need among special educators to develop methods to lead the learning disabled child to more automatic word recognition, better fluency and comprehension with as little frustration and failure as possible. A program of repeated taped reading instruction with modeling, corrective feedback, story mapping and reading many easy books may help students improve their reading skills. The taped reading instruction may boost the students' confidence when reading and motivate them to read more, leading to additional repetition and exposure to print.

After a review of the literature, and upon determination of the need to improve students' reading skills, a method using repeated taped reading

instruction with modeling, corrective feedback and story mapping was designed to help students improve in this area. Students were introduced to the program during three pre-intervention discussion and modeling sessions. The story map was modeled for the students and used as an aid in helping them apply prior knowledge. With students who continued to experience difficulty, the neurological impress technique was introduced. The project was implemented for ten weeks. Each time a student read, a record was kept of the reading time and number of errors made. At the end of the implementation period the Brigance Test, reading portion was administered. All scores were recorded, averaged and evaluated.

CHAPTER III

METHODOLOGY

Implementation was carried out according to the following procedure. The targeted students were introduced to the program during a small group discussion of reading problems. Students were encouraged to share their feelings and frustrations when faced with a reading task. Not knowing the words and not understanding what they read were the two main reasons students felt they had not experienced success in reading. Students were told that they were going to begin a new program in which the approach would be slightly different. The teacher gave the students a brief overview of the program.

During the second pre-intervention session, the teacher modeled the program for the students using self-talk and self-questioning techniques. The teacher demonstrated a coping model to help students realize that an efficient learner makes mistakes but is able to deal with them without getting upset. A slow-paced, reflective learning style was used throughout the modeling process.

The story map was introduced at the next session (Appendix B:40.) Discussion centered on the type of information that should be included in the answers. The teacher modeled a sample story map both orally and in writing on the overhead projector. The entire process was reviewed and the teacher and students role played various aspects of the program to insure students knew what was expected of them.

During the ten week implementation period the same general procedure was followed with each child each week. The student and teacher worked together for two twenty minute sessions. Between the first and second session, homework was assigned. After the second session, a short corrective feedback-evaluation period was given to each student. The length of this varied with the amount of correction needed. The implementation was done individually as each student's instruction is self-paced. The Merrill Reading Skilltext Series was used on the following levels:

Student 1- Level 4.0- Ben the Traveler, pages 40 to 61.

Student 2- Level 3.5- Tracy, pages 28-49.

Student 3- Level 3.0- Imagination, pages 10 to 29.

Student 4- Level 3.5- Tracy,
pages 6 to 25.

Student 5- Level 5.0- Tom the Reporter,
pages 8 to 27.

Before beginning reading, new vocabulary was introduced and discussed. Vocabulary words were written on index cards. Students kept an alphabetically arranged file box of words which they took home and studied. Common words with dual meanings were talked about in terms of meaning in the story. The story title was read, and pictures were examined to predict story setting, characters and time element. New words, title and pictures were brought together to determine possible story plot. Prior knowledge was activated by discussing what the student knew about the subject of the story. Since students' background information was limited, the teacher filled in the gaps in their knowledge.

The teacher read the story aloud while the student followed along in the text. Student 4, who was a finger pointer, was encouraged to follow the story with his eyes. As the teacher read, she used appropriate pauses and expression. Careful attention was given to punctuation marks. After oral reading by the teacher,

the student was asked questions based on the story map. These were answered orally and students were encouraged to be expressive and relate as much detail as possible. The student was given a tape of the story, which had been previously recorded by the teacher, and went to the tape player to listen to and read the story a second time. This concluded the first session.

The between session homework was to read the story with the tape at least two times , and read it aloud to a parent or older sibling one time. The questions answered in class orally were printed on a story map and answered in written form. Students' expressive writing skills were low, therefore answers not in sentence form were accepted (Appendix C:41.)

The second session consisted of the student reading the story aloud to the teacher. During the oral reading process, corrective feedback was given if the student did not immediately self-correct. Reading was timed and the number of errors counted. These scores were recorded on the story page in the student's book. After oral reading, the teacher and student looked back and compared the student's reading to that of previous stories. Improvement was praised and encouragement was given if the student had not improved.

During the second week of implementation, the neurological impress technique was introduced to Student 3 who needed additional modeling and practice before reading the story alone. The following week, it was noticed that Student 4 was no longer finger pointing while reading and was also successfully reading the story alone. This continued for the remainder of the ten weeks.

Students read and answered a page of vocabulary and comprehension questions. The book was returned to the teacher who called each student back to her desk and corrected the page as soon as possible. Students changed any incorrect responses and discussed, with the teacher, why the second answer was better. Students and the teacher evaluated the performance and an appropriate comment was written on the workbook page.

Three times each week, as part of their regular seatwork, students were given a short, easy book to read. These books were selected by the teacher from a group of books in the classroom library. The student, however, had the option of changing the selection as long as the new book was from the same group of books. Students were required to keep a list of the books they

had read, to sequence story parts or to describe the story setting (Appendix D: 40.) These books were discussed informally at random.

Weekly tests of vocabulary words in isolation were implemented during the ten week period. Students' reading time and errors were recorded. The Heathington Attitude Scale, Intermediate Level was readministered on the last day of the implementation.

CHAPTER IV

RESULTS

Evaluation of the practicum was based on comparing students' 1989 and 1990 scores on the Brigance Test, reading portion and by charting baseline and post-intervention data of students' comprehension, fluency, and word recognition. All scores were averaged, compared and evaluated.

According to the outcome objectives, students in the target group were to increase their reading rate to 100 words per minute as measured by the Brigance Test results. Scores for 1990 were to be compared to 1989 scores. Students 1,2, and 4 met or surpassed the objective. While Students 3 and 5 did not meet the objective, their reading rates did increase twenty or more words per minute to 99 (See Table VII.) The class average increased from reading 75 words per minute to reading 102 words per minute.

Table VII

Brigance Test Results

Oral Reading Portion*

Student	1989	1990
1	82	100
2	73	104
3	79	99
4	75	109
5	77	99
Average	75	102

*Number of words read per minute

Students were expected to read their reading stories with 95% word recognition accuracy. Pre and post intervention scores were to be charted, compared and evaluated. All targeted students met and surpassed the objective.

Table VIII

Word Recognition (Context)

Student	Pre-Intervention*	Post-Intervention
1	90%	99%
2	91%	99%
3	93%	98%
4	93%	99%
5	91%	98%
Average	91%	98%

*Per cent of words read correctly

Reading fluency was to increase by 10%. This was to be determined by comparing students' timed reading of measured passages before and after the implementation period. Four students attained this objective. The average increase for the group was +19%.

Table IX

Fluency Rates

Student	Words Per Story	Reading Rate Pre*	Post*	Change
1	450	303	249	+18%
2	250	243	175	+28%
3	250	192	161	+16%
4	250	237	167	+30%
5	450	318	297	+07%
Average				+19%

*Pre and Post Intervention (Converted to Seconds)

Students' comprehension of their stories was to increase to 80%, and was to be compared to pre-intervention scores. One hundred per cent of the students successfully met this objective. Comprehension increased from an average of 56% to an average of 90%.

Table X

Comprehension

Student	Pre*	Post*
1	71%	90%
2	65%	96%
3	51%	92%
4	65%	92%
5	30%	81%
Average	56%	90%

*Pre and Post Intervention

Students were to read 80% of their words in isolation correctly at the rate of one word per second. Results were to be charted and evaluated. The average number of words read correctly was 91 words in 77 seconds (1.18 words per second) with 93% accuracy as compared to pre-intervention scores of 62 words in 281 seconds (.22 words per second) with 65% accuracy.

Table XI

Words Read Correctly (Isolation)

Student	Number of Words		Time in Seconds		Words per Second		Correct	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	61	101	480	78	.12	1.29	73%	96%
2	48	88	234	73	.20	1.19	59%	92%
3	74	114	242	93	.31	1.22	67%	91%
4	56	70	186	60	.30	1.16	71%	95%
5	75	85	267	83	.28	1.02	56%	94%
Average	62	91	281	77	.22	1.18	65%	93%

The Heathington Attitude Scale, Intermediate Level, was administered prior to and after intervention. Students' scores were to increase 10% on this scale. Students one and four, those with the least positive attitude scores, showed a significant gain in positive reading attitude. Other students showed no change in attitude. The actual average change was five points, which was an increase of 8%. Even though the goal of 10% attitude change was not attained, 8% change in only ten weeks of implementation indicates that these methods have strong potential to positively affect attitude toward reading even among these dysfunctional students.

Table XII

Heathington Attitude Scale

Student	Pre-Intervention	Post-Intervention
1	60	76
2	72	72
3	73	73
4	63	74
5	72	72
Average	68	73

Students were generally receptive to and enthusiastic about the reading program. There was an immediate improvement in comprehension, fluency and word recognition which made for a positive beginning to the implementation period. The gains continued throughout the ten weeks providing students with greater self confidence when faced with a reading task. This practicum empowered students with active strategies and coping mechanisms which can be applied to other areas of their learning. Before implementation, students performed with a low accuracy and success rate. They now know, however, that they can succeed and become proficient readers. At the end of the implementation period, objectives one through five were met. Students showed positive gains in reading comprehension, fluency and word recognition.

CHAPTER V

RECOMMENDATIONS

This practicum found a need to develop an alternative method of teaching reading to learning disabled students aged 11 to 13 who have experienced only failure and frustration. Repeated reading, teacher modeling, the use of taped reading lessons, story mapping and reading many short, easy books helped the students in the target group make significant gains in fluency, comprehension and automatic word recognition. Because of the successful implementation of the practicum, and the children's growth in comprehension, several of the strategies have been incorporated into the two other upper level reading classes at the school, and a fellow teacher is continuing this research of repeated reading and its effects on the learning disabled child.

Adopted materials of the school were used throughout the implementation period. Other texts or appropriate books, however, can be adapted to this method. This program can be used to supplement the basal reader, as part of a whole language component or on its own as the main focus of a reading program. Further research should be encouraged to see if these

strategies would be successful with older or younger students who are experiencing difficulty with reading. Another application may be to utilize these strategies with similar students, but using content area materials instead of reading skills materials. This program can also be implemented with groups of various sizes.

The recommendation of this practicum is to teach learning disabled students that they can become proficient readers and reach the generalization stage in reading. By extending this program to include interest area books and life skills materials, students may have the opportunity, for the first time, to apply newly acquired skills systematically to different situations in their natural environment. There is hope. By acquisition, application and generalization of reading skills these dysfunctional readers may be brought into the mainstream of the educational process.

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APPENDICES

APPENDIX A

Examiner_____Student_____Grade_____Date_____

HEATHINGTON ATTITUDE SCALE - Intermediate Level
Teacher/Student Copy

Directions to the students:

I am going to read you some statements about reading. After I read each sentence, I'd like you to circle the letter that tells how you feel about it. The letters on the right side of the page stand for the following:

SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree.

Suppose I said, "You enjoy eating chocolate candy." Which letter would you circle? Someone might love chocolate candy and would circle SA for Strongly Agree. Another person might like it but not "love" it and would mark A for Agree. Remember that everyone may not feel the same about the statements so make sure you circle the letter that tells how <u>you</u> feel. Circle only one letter for each number. I'll read each statement two times. Are there any questions. Now listen carefully.

1.	You feel uncomfortable when you're asked to read in class.	SA	A	U	D	SD
2.	You feel happy when you're reading.	SA	A	U	D	SD
3.	Sometimes you forget about library books that you have in your desk.	SA	A	U	D	SD
4.	You don't check out many library books.	SA	A	U	D	SD
5.	You don't read much in the classroom.	SA	A	U	D	SD
6.	When you have free time at school, you usually read a book.	SA	A	U	D	SD
7.	You seldom have a book in your room at home.	SA	A	U	D	SD
8.	You would rather look at the pictures in	SA	A	U	D	SD
	a book than read the book.	SA	A	U	D	SD
9.	You check out books at the library but never have time to read them.	SA	A	U	D	SD
10.	You wish you had a library full of books at home.	SA	A	U	D	SD

11. You seldom read in your room at home.	SA	A	U	D	SD
12. You would rather watch TV than read.	SA	A	U	D	SD
13. You would rather play after school than read.	SA	A	U	D	SD
14. You talk to friends about books that you have read.	SA	A	U	D	SD
15. You like for the room to be quiet so you can read in your free time.	SA	A	U	D	SD
16. You read several books each week.	SA	A	U	D	SD
17. Most of the books you choose are not interesting.	SA	A	U	D	SD
18. You don't read very often.	SA	A	U	D	SD
19. You think reading is work.	SA	A	U	D	SD
20. You enjoy reading at home.	SA	A	U	D	SD
21. You enjoy going to the library.	SA	A	U	D	SD
22. Often you start a book, but never finish it.	SA	A	U	D	SD
23. You think that adventures in books are more exciting than TV.	SA	A	U	D	SD
24. You wish you could answer the questions at the end of the chapter without reading it.	SA	A	U	D	SD

APPENDIX B

SAMPLE STORY MAP QUESTIONS

1. Where did the story take place?
2. When did the story take place?
3. Who were the main characters?
4. What event started the story?
5. What did the characters do?
6. What happened at the end?

Appendix C

Sample Student Book Lists And

Sample Reading Skills Sheets.

Name _____

BOOKS I HAVE READ 41

Title and Author	Characters	Place	Favorite Part	
What is a fruit? Jenifer U. Day		yaren	about watermelon	✓
[illegible]	[illegible]	[illegible]	[illegible]	✓
[illegible]	a [illegible]	[illegible]	[illegible]	✓
The Jurassic Dinosaurs [illegible]	Cryptocleidus maiasaura ophthalmosaurus compsognathus [illegible]	water and land	The Cryptocleidus	✓
The last Dinosaur Steve Kirk	Iguanodon Hypsilophodon Deinonychus Spinosaurus Quetzalcoatlus Psittacosaurus	every war	Tyrannosaurus	✓
Skeleton Robert	Fish frog man cat Bat	in book	snake	✓
The boxcar Children Gertrude Chandler	Henry Jessie Benry Violet	in a boxcar	When they steal the food	✓
The Velveteen Rabbit Margery Williams	horse Rabbit Boy	The [illegible]	[illegible] Rabbit [illegible] to [illegible]	✓
Scootersaurus Cliff Galbraith	Scootersaurus	outside	when he created	✓
Bugs Bunny's space carrot Seymour Reit	Bugs Bunny Elmer	in space	in space	✓

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Appendix C

Sample Student Book Lists And

Sample Reading Skills Sheets.

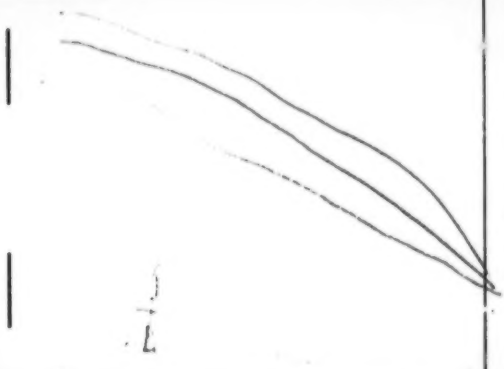
Name _____

Beginning, Middle, and End

42

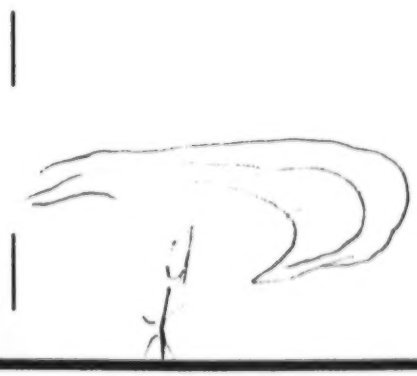
Story A Day in the Life of Ant

Draw a picture and write what happened in the story. Cut and staple the parts into a booklet.



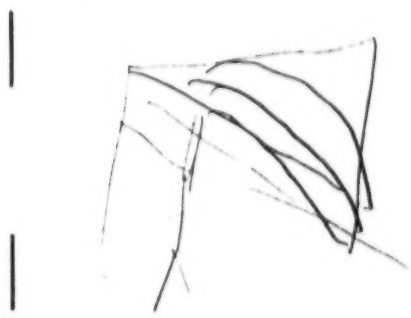
At the beginning . . .

A bug went and ate and then



In the middle . . .

He ate bugs and



At the end . . .

I did not see

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What Do You Say Dear?

You want to take one home because want a elphant

No thank you

This is the end.
Good bye.

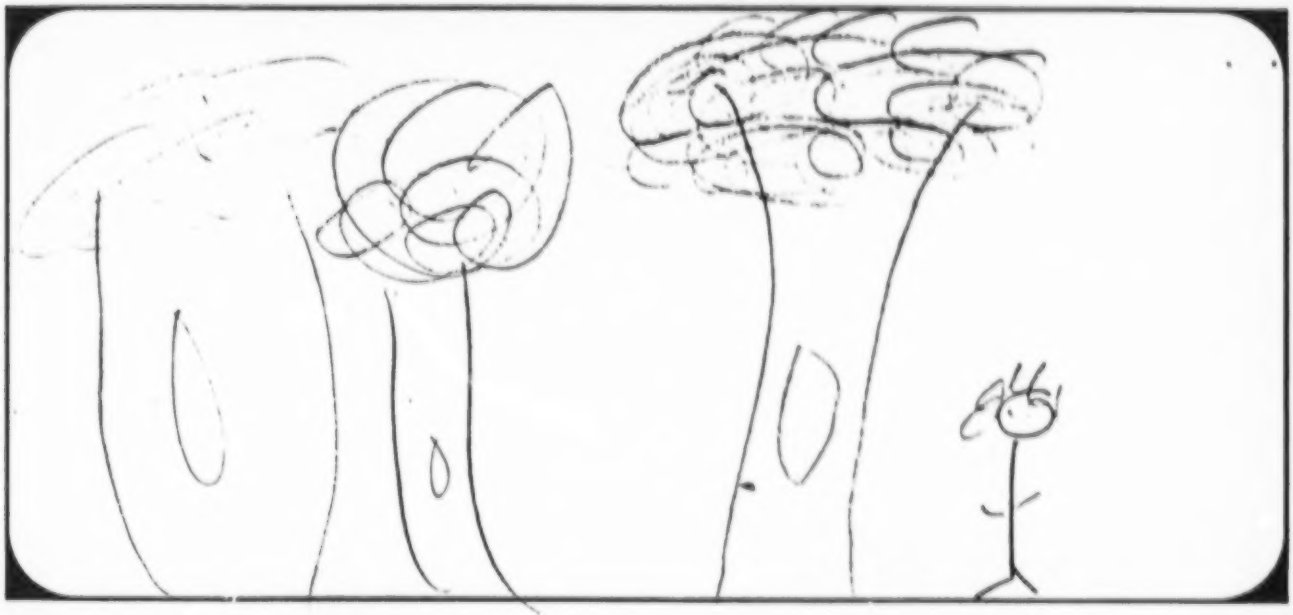
Name _____ Ad _____

A Place in the Story

Story

in the forest

Draw a place in the story. Label the objects in your picture.



Tell about the place.

A big wild lion was taking a nap. But he woke up when he heard my horn.

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Appendix D

Sample Story Map Worksheets

Reading Homework 45

Read your story with the tape at least two times. Read your story by yourself.

1. Where did the story take place?
At Tracy house

2. When did the story take place?
In the day time

3. Who were the main characters?
Tracy and Pick

4. What event started the story?
Pick went over to introduce his friends.

5 What did the characters do?
They made signs.

6. What happened at the end?
Tracy was hungary.

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Skill: Comprehension

Name Hoan Pham

Fuell 61

Question Box

Story

Who	What	Where
When	Why	

Use the words in the box to help you write your own ~~questions~~ answers about the story.

1. The carter are Rick and Mr. Levi.
2. Rick put on a magic show
3. The story took place in Mr. Levi's house
4. The story took place in the afternoon
5. Rick wanted to put a magic show on for Mr. Levi